Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW
ANNUAL PROGRAM REPORT

College	Science
Department	Nursing
Program	BSN
Reporting for Academic Year	2022-2023
Last 5-Year Review	October 1, 2023 (previously 2018)
Next 5-Year Review	October 1, 2027
Department Chair	Monika Eckfield
Author of Review	Monika Eckfield
Date Submitted	October 1, 2023

I.   SELF-STUDY

A. Five-Year Review Planning Goals (2023-2027)

1. Enhance supportive teaching practices that prepare new nursing graduates to successfully pass the newly revised Next-Gen NCLEX-RN licensing exam, improve their clinical judgment, foster their competence and practice readiness
2. Complete a comprehensive revision of the nursing curriculum that aligns with AACN Essentials, is competence-based and establishes equity, inclusion and anti-racism practices.
3. Build on current and emerging community and industry partners to identify, plan and implement additional clinical education programs and workforce development opportunities
4. Develop collaborative RSCA teams to support grant development, publications and other scholarly and creative activities
5. Follow/implement International Nursing Association for Clinical Simulation and Learning (INACSL) standards and best practices for simulation learning and explore the pathway and benefits of Society for Simulation in Healthcare (SSH) accreditation.
6. Support wellness, self-care, balance, and kindness throughout the department for students, staff and faculty.

The BSN program received a 10-year accreditation from the Committee on Collegiate Nursing Education (CCNE), our national external accreditation body. At the 5-year mark, in December 2021, the department submitted the BSN mid-accreditation Continuous Improvement Progress Report (CIPR) to CCNE. Follow this link to review the BSN CIPR document. We received a request to clarify the benchmark standards we use to measure whether faculty are receiving sufficient support for their RSCA projects and to clarify the mentoring support given to the few BSN-prepared clinical faculty members we have on our team. With a state-wide and national shortage of qualified nursing faculty, nursing programs hire experienced RNs who might not have a graduate degree to supervise students in their clinical training settings. Please see our response to those inquiries here. To date we have received no further requests for further information, clarifications or corrections.

B. Progress Toward Five-Year Review Planning Goals

Substantial progress was made on the **previous 5-year goals (2018-2023)**.
For reference, they were as follows:

Goal 1:
ONGOING: Continue to deliver the pre -licensure nursing program and post -licensure program with implementation of the semester curriculum maintaining current enrollment to attract, retain and mentor students from under-represented backgrounds. Start Date: Fall 2018, End Date: Fall 2023

Goal 2:
MET: Increase faculty by at least 2 tenure track positions in the next 2 years and more in the following years. Start Date: Fall 2018, End Date: Fall 2023

Goal 3:
MET: Continue to develop and implement the Masters of Science in Nursing program with two concentrations: 1) Nursing Education and 2) Nursing Leadership and Administration. Start Date: Fall 2018, End Date: Fall 2023

Goal 4:
MET: Expand funding streams/resources through seeking and obtaining at least 2 new grants, particularly related to nursing education and workforce. Start Date: Fall 2018, End Date: Fall 2023

Goal 5:
ONGOING: Achieve designation as a School of Nursing and establish a School of Nursing Alumni Association Start Date: Fall 2018, End Date: Fall 2023

Goal 6:
ONGOING: Enhance annual department faculty development opportunities to support faculty research and the development of a department program of research in nursing education and support dissemination of faculty and student scholarly activities. Start Date: Fall 2018, End Date: Fall 2023

Goal 7:
PARTIALLY MET/ ONGOING: Expand Clinical Learning Center faculties, specifically simulation space to include 3 -4 stations on both Hayward and Concord Campus to meet increased need, and develop outpatient simulation station for use in community health and psychiatric mental health simulation. Start Date: Fall 2018, End Date: Fall 2023

Goal 8:
MET: Continue to develop and support a short -term volunteer global/ international learning experience for nursing students and expand scholarship funding streams. Start Date: Fall 2018, End Date: Fall 2023

Goal 9:
ONGOING: Continue to develop interdisciplinary learning and research opportunities for nursing students and faculty, including interdisciplinary simulations, interdisciplinary global engagement volunteer opportunities, and further engagement with other university departments. Start Date: Fall 2018, End Date: Fall 2023

C. Program Changes and Needs

Overview: The Nursing BSN consists of two concentrations, the pre-licensure students who receive all of their nursing education and training at East Bay, and the post-licensure students who complete their California RN training at a community college and matriculate to East Bay to complete their BSN degree. The pre-licensure program is a 5-semester program that students complete after a set of state-wide standard pre-requisite courses. The post-licensure program can be completed full-time in 12 months, or can be taken at a slower pace over 2 years.

Curriculum: In 2021, the American Association of Colleges of Nursing (AACN) released updated Essentials of Nursing Education for all nursing programs affiliated with AACN to follow. We are accredited by CCNE, the accreditation arm of AACN, and we are in the middle of

reviewing and updating our nursing curriculum to adhere to the AACN Essentials. Embedded within the new Essentials are a more robust and deliberate focus on DEI topics and anti-racism in nursing education and healthcare systems.

Students: In our pre-licensure program we admit 48 students on the Hayward campus each fall and 48 students on the Concord campus each spring. This is an impacted program with between 375-450 applicants each semester. Our post-licensure program typically enrolls between 50-60 students each fall and we have unlimited capacity in this program. We are actively looking at ways to increase enrollment in our post-licensure BSN completion program.

The tables below demonstrate that 3/4ths of post-licensure BSN students and ½ of pre-licensure students report they are 1st generation college students.

Nursing Post-Licensure: First Generation

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	FG	57	66%	73	68%	64	72%	76	78%	62	78%
	Non-FG	30	34%	34	32%	25	28%	21	22%	18	23%
	Total	87	100%	107	100%	89	100%	97	100%	80	100%
Postbaccalaureate	FG	9	39%	15	60%	14	70%	15	65%	16	59%
	Non-FG	14	61%	10	40%	6	30%	8	35%	11	41%
	Total	23	100%	25	100%	20	100%	23	100%	27	100%
Grand Total		110	100%	132	100%	109	100%	120	100%	107	100%

Nursing Pre-Licensure Traditional: First Generation

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	FG	129	51%	130	49%	114	51%	80	51%	98	56%
	Non-FG	124	49%	133	51%	111	49%	76	49%	78	44%
	Total	253	100%	263	100%	225	100%	156	100%	176	100%
Postbaccalaureate	FG	13	39%	14	50%	11	42%	5	31%	11	55%
	Non-FG	20	61%	14	50%	15	58%	11	69%	9	45%
	Total	33	100%	28	100%	26	100%	16	100%	20	100%
Grand Total		286	100%	291	100%	251	100%	172	100%	196	100%

Students in both the post-licensure and pre-licensure students reflect a diversity of racial and ethnic backgrounds as well as those backgrounds underrepresented in nursing

Nursing Post-Licensure: Race/Etnicity

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Asian	32	37%	40	37%	33	37%	32	33%	27	34%
	Black	10	11%	9	8%	6	7%	7	7%	8	10%
	International	2	2%	4	4%	1	1%	3	3%	2	3%
	Latinx	22	25%	27	25%	27	30%	32	33%	23	29%
	Multirace			2	2%	2	2%	3	3%	1	1%
	Native American			1	1%						
	NHPI							1	1%	1	1%
	Unknown	5	6%	3	3%	6	7%	5	5%	7	9%
	White	16	18%	21	20%	14	16%	14	14%	11	14%
	Total	87	100%	107	100%	89	100%	97	100%	80	100%
Postbaccalaureate	Asian	11	48%	14	56%	6	30%	8	35%	9	33%
	Black	1	4%	1	4%			1	4%	2	7%
	International	2	9%								
	Latinx	3	13%	2	8%	5	25%	6	26%	2	7%
	Multirace	1	4%	1	4%	1	5%			1	4%
	NHPI			1	4%					1	4%
	Unknown			2	8%	2	10%	2	9%	2	7%
	White	5	22%	4	16%	6	30%	6	26%	10	37%
	Total	23	100%	25	100%	20	100%	23	100%	27	100%
Grand Total		110	100%	132	100%	109	100%	120	100%	107	100%

Nursing Pre-Licensure Traditional: Race/Etnicity		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Asian	100	40%	116	44%	99	44%	55	35%	63	36%
	Black	10	4%	10	4%	8	4%	3	2%	4	2%
	International	7	3%	9	3%	8	4%	4	3%	3	2%
	Latinx	50	20%	51	19%	51	23%	42	27%	54	31%
	Multirace	8	3%	11	4%	10	4%	11	7%	8	5%
	NHPI	2	1%	1	0%	1	0%	1	1%	1	1%
	Unknown	13	5%	10	4%	5	2%	3	2%	5	3%
	White	63	25%	55	21%	43	19%	37	24%	38	22%
	Total	253	100%	263	100%	225	100%	156	100%	176	100%
Postbaccalaureate	Asian	10	30%	12	43%	11	42%	8	50%	9	45%
	Black	3	9%	1	4%	2	8%				
	International	1	3%								
	Latinx	5	15%	6	21%	5	19%	1	6%	4	20%
	Multirace	2	6%	1	4%					1	5%
	Unknown	3	9%	3	11%	3	12%	1	6%		
	White	9	27%	5	18%	5	19%	6	38%	6	30%
	Total	33	100%	28	100%	26	100%	16	100%	20	100%
Grand Total		286	100%	291	100%	251	100%	172	100%	196	100%

40-50% of BSN students are identified as low-income students

Nursing Post-Licensure: Low Income		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	LI	39	45%	62	58%	49	55%	47	48%	37	46%
	Non-LI	48	55%	45	42%	40	45%	50	52%	43	54%
	Total	87	100%	107	100%	89	100%	97	100%	80	100%
Postbaccalaureate	LI					1	5%	2	9%	1	4%
	Non-LI	23	100%	25	100%	19	95%	21	91%	26	96%
	Total	23	100%	25	100%	20	100%	23	100%	27	100%
Grand Total		110	100%	132	100%	109	100%	120	100%	107	100%

Nursing Pre-Licensure Traditional: Low Income		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	LI	110	43%	105	40%	96	43%	63	40%	72	41%
	Non-LI	143	57%	158	60%	129	57%	93	60%	104	59%
	Total	253	100%	263	100%	225	100%	156	100%	176	100%
Postbaccalaureate	Non-LI	33	100%	28	100%	26	100%	16	100%	20	100%
	Total	33	100%	28	100%	26	100%	16	100%	20	100%
Grand Total		286	100%	291	100%	251	100%	172	100%	196	100%

Faculty: We have 12 full time tenure track faculty who teach in the BSN program and one full-time lecturer. In addition, we have upwards of 40 part-time lecturers, many of whom are "clinical instructors" who are working directly with students at their clinical training sites. Most of these clinical faculty members have active clinical practices and their work schedules can fluctuate from one semester to the next. This results in an approximate 30% turn over rate in clinical faculty each semester. This creates a constant need to recruit, interview, and orient new clinical faculty members, and we are actively working on ways to retain our clinical faculty.

Staff: We are fortunate to have a nursing and public health administrative Hub that works very well together and is streamlining processes and finding efficiencies in their work together weekly.

Nursing also has lab staff that oversee equipment in the nursing skills and simulation labs and support faculty teaching these courses. Since August 2023 we have been without a lab coordinator staff person in Hayward, which has been a significant hole in our staffing. We have interviewed candidates and it appears we are near to securing someone in this full-time staff position– our fingers are crossed.

We have one full time SSP who handles our BSN application and admissions processes as well as providing GE, graduation requirements, and transfer course support to our BSN students. This role used to be split between 2 full time SSPs, and thanks to the ingenuity of our current SSP (Rona Romjue) and administrative support from our Hub members, Rona has been able to meet the demands of the role on her

own.

Resources: In response to trends in nursing education, availability of clinical training sites, and increased use of competency-based assessments, we are experiencing growth in the use of our simulation lab, its equipment and physical space. This is the biggest area of current and future need for the nursing program, and one we are attempting to address by working creatively with our current resources. We are identifying simulation equipment that has aged and will need replacing within the next couple of years, and we will experiment with alternate resources, such as Standardized Patient actors who can be hired as needed, in place of high-fidelity mannequins. While the lab spaces are not currently being used 7-days a week, and theoretically we could be utilizing the space more fully, planning to use the labs during days/times that are outside of the officially scheduled class and clinical times has proven to be a challenge. We are gathering data on our current use of the lab space, our critical equipment updates, and the ways we could structure courses differently in order to develop a clearer plan and more targeted request for additional resources.

Assessment: The assessment plan outlined below is currently under review by the BSN faculty and our Curriculum Committee as part of our AACN Essentials review and curricular updates/alignments. We will submit an updated Assessment Process summary when this work is completed. We are also required to submit a report of the changes to our accreditation body, CCNE, at that time.

DEI Initiatives: In 2019 the nursing department implemented a holistic assessment process to help us select students who represent a broad range of life experiences and cultural/racial/socioeconomic backgrounds. This effort has improved our student diversity and boosted the number of students from underrepresented backgrounds. For example, in the past few years, the percentage of students who identify as Latinx grew from approximately 12% to 30% and the number of students who identify as Black increased from 3% to 8%. Additional efforts to expand the pipeline of applicants from underrepresented groups continue.

In 2020, the nursing department adopted an Anti-Racism Position Statement that is now included in every syllabus in the Masters and BSN programs. We formed a Dismantling Racism in Nursing Education Task Force (DRNE) with student and faculty members, chaired by Dr. Claire Valderama-Wallace (our MSN Program Director) and Dr. Alicia Swartz (Lead Pediatric Nursing Faculty in the BSN program). The DRNE has steered and overseen department-wide DEI initiatives over the past 3 years.

Initiatives of the DRNE have included a "common read" series of books, videos, short-stories, poetry and other media that form the basis of department-wide discussions at monthly meetings and within classrooms. The DRNE identifies professional development opportunities for faculty to promote critical analysis and discussion

around race-based medicine, exclusionary healthcare policies, and effective ways to promote health equity, social justice, and inclusive practices that expand access to healthcare services.

Faculty are currently engaged in reviewing the BSN curriculum as we align it with updated national standards of nursing education. An important part of this is reviewing curricular goals to ensure they align with and incorporate DEI concepts and competencies.

Other: *(e.g., major program modifications)*

II.   SUMMARY OF ASSESSMENT
A. Program Learning Outcomes (PLO)

The table below outlines our current PLOs, the ILOs they align with, and the course in which it is assessed. These PLOs are undergoing review as part of our larger curricular update. The nursing department will submit updated PLOs to CAPR when they are completed and approved.

PLO	ILO	Course
1. Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care.	Communication: Information Literacy	NURS 422
2. Provide safe, compassionate nursing care to diverse populations.	Diversity and Social Justice	NURS 450
3. Use critical thinking and communication skills to collaborate with clients and other health care professionals.	Oral and Written Communication	NURS 451
4. Demonstrate responsibility and accountability for design, delivery, and evaluation of client care.	Critical Thinking and Quantitative Reasoning	NURS 422
5. Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.	Collaboration, Teamwork and Leadership	NURS 451

B. Summary of Assessment Process

Our current PLO Assessment plan is as follows:

PLO	ILO	Academic Year	Course	Instrument
3	Written & Oral Communication	23-24	NURS 451	Recommended ILO Rubric
1	Communication: Information Literacy	24-25	NURS 422	Recommended ILO Rubric

4	Thinking & Reasoning	25-26	NURS 422	Recommended ILO Rubric
2	Diversity & Social Justice	26-27	NURS 450	Recommended ILO Rubric
5	Collaboration, Teamwork, Leadership	27-28	NURS 451	Recommended ILO Rubric

In 2022-2023, we developed the overall curricular map that we are using to align our PLOs, SLOs, and content required of all nursing programs by the California Board of Registered Nursing (BRN) with the new AACN Essentials of Nursing Education.

Beginning 2023-2024, we will conduct individual assessments of our PLOs following the table above. Any revisions to the PLOs will be done following the outlined University procedures.

Instrument(s): Curricular map tracking the introduction, reinforcement, and demonstration of over 300 sub competencies identified by the accreditation organization for colleges of nursing (AACN) as essential to entry-level nursing practice
Sampling Procedure: BSN faculty in theory/clinical courses required for the major will track progress of every post licensure and prelicensure nursing student
Sample Characteristics:
Data Collection: *(include when, who, and how collected)* At midterm and final during each semester of the program
Data Analysis: Faculty will collect aggregate data to determine counts, percentages of students who are identified as 1) not achieving competency, 2) achieving beginning/intermediate competency, and 3) demonstrating competency at completion of each semester in the program and at end of program

C. **Summary of Assessment Results**
Summarize your assessment results briefly using the following sub-headings.

Main Findings: This overall curricular mapping is still in progress
Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*
Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*
Other Reflections:

D. **Assessment Plans for Next Year**
As part of our continuing overall curricular revision, we will:
- Conduct an analysis of gaps and redundancies for all 300+ sub competencies in the current curriculum
- Revise PLOs based on new essentials
- Revise BSN curriculum to adhere to BRN and AACN recommendations/requirements

In addition, we will assess our current PLO 3: Use critical thinking and communication skills to collaborate with clients and other health care professionals.

III.   DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

**A. Discussion of Trends & Reflections Notable Trends;**

There continues to be a nursing shortage throughout California and the Bay Area. We did not enroll new students in AY 2020-2021 due to clinical site closures related to the pandemic. In 2021 we began admitting 48 students rather than 64 students per semester, again to better cope with unpredictability in our clinical sites and in the availability of our clinical faculty.

As part of our current curricular revision process, we are planning to incorporate more simulation learning opportunities and we are developing additional types of clinical training sites and experiences. These efforts will allow us to discuss the benefits of and timeline for increasing our enrollment again to 64 students per cohort.

There is great interest from our community college partners to develop concurrent enrollment pathways to reduce the time it takes for their associate-degree RNs to complete their BSN. It is much easier to increase enrollment in our post licensure program because students have already completed their clinical training and promoting this program is a priority for the department.

Reflections on Trends and Program Statistics:

The chart below from Pioneer Insights shows the impact of not enrolling students in AY 2020-2021 and enrolling 48 students per semester beginning fall 2021 in our prelicensure program compared to 64 students per semester pre-pandemic.
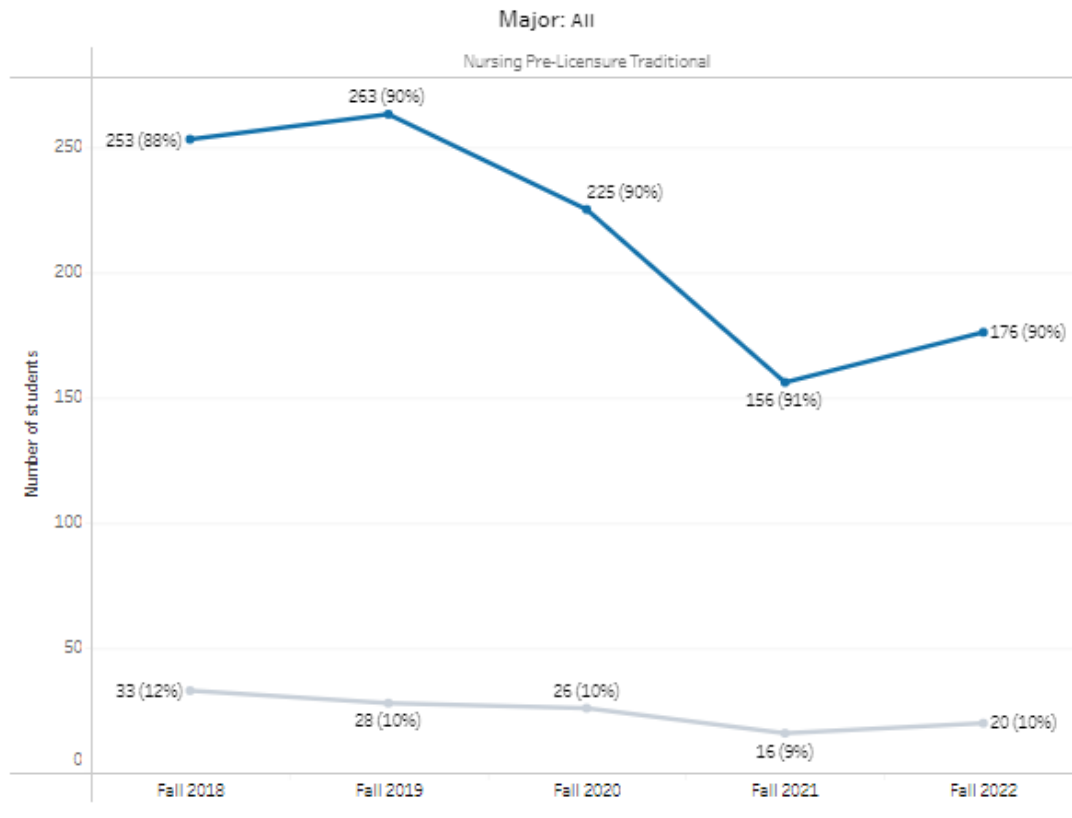

Enrollment in our post-licensure program has also had a drop as associate's degree RNs are drawn into the nursing workforce and delay completion of their BSNs. We are also facing competition from more and more for-profit online BSN completion programs that have large marketing budgets. Hospitals are just now beginning to actively encourage their associates-degree RN employees to return to complete their BSNs and we are partnering with these hospitals to promote enrollment at Cal State East Bay. Through strong recruitment

efforts with our hospital partners, community college partners, and alumni outreach, we hope to stabilize and increase enrollment in the post-licensure program.
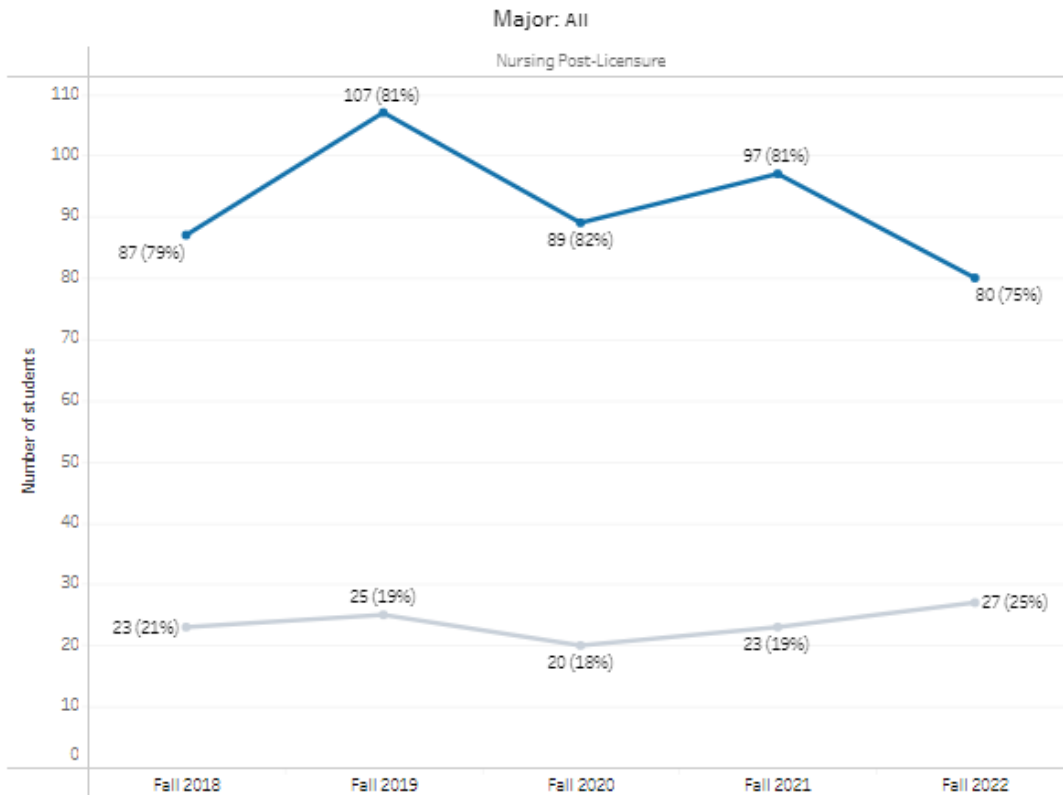
The table below demonstrates the large number of part time clinical faculty it takes to deliver a nursing education program.
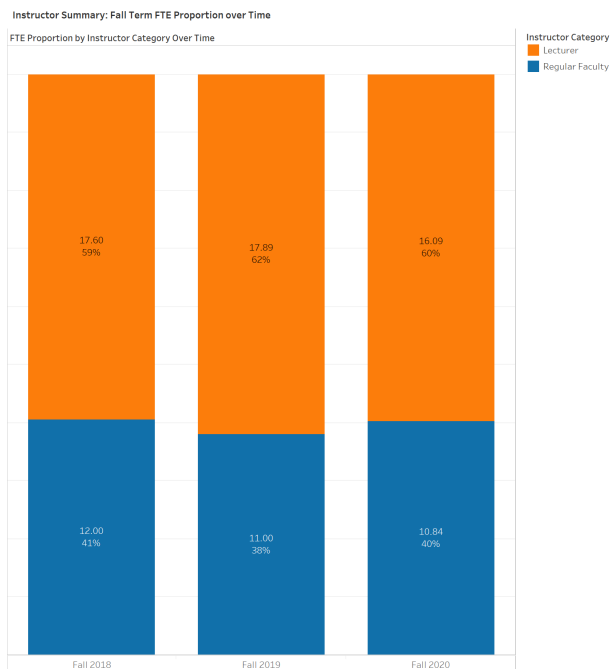
B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires: While the proportion of tenure track to lecturer faculty remains high, we are not seeking a new tenure track faculty hire at this time. We have successfully hired 5 new tenure track faculty in the past 2 years and need to support their transition and identify what areas of expertise we need the most in our next recruitment.

2. Request for Other Resources: Our area of greatest need is staff support for our skills and simulation lab in Hayward, and resources that will support the expansion of our healthcare simulation learning program. We are currently undergoing a thorough assessment of our aging equipment, our use of lab space, and our faculty training needs that will inform specific, targeted resource requests.

IV.　**APPENDIX**